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ABSTRACT

This is an overview of an evaluation model developed to be used with the Faculty Development Program in Alcohol and Other Drug Abuse clinical training program for professional school faculty in medicine, nursing and social work. The evaluation model is in two major parts, a national evaluation which examines program process and outcome across all the grantee institutions; and grantee evaluations in which each grantee institution designs and carries out process and outcome evaluations of the impact of curriculum change on clinical practice behavior. The description of the macro-level national evaluation includes evaluation questions on process, implementation, and outcome. The three major sources of data for this evaluation are listed: core program data formats (a standardized format for collecting data on trainees and on program implementation and outcomes); annual report narratives; and site visits. Because the micro-level individual grantee evaluations are to be designed and carried out by the grantee institutions, only a brief description of the required components and some suggestions regarding instruments and collaboration are covered. There follows a paragraph on technical assistance and resource development. Attached is a figure which gives a visual overview of the entire evaluation model. (JB)

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RESOURCE GUIDE TO THE EVALUATION OF THE FACULTY DEVELOPMENT PROGRAM IN ALCOHOL AND OTHER DRUG ABUSE

Part I:

OVERVIEW OF THE EVALUATION MODEL

March 1990

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PLEASE NOTE:

This is the first in a series of resource materials which will be compiled as part of the Resource Guide. Part I: Overview of the Evaluation Model was developed by the Pacific Institute for Research and Evaluation, in conjunction with the national steering committee of Faculty Development Program directors and federal program managers. Other resource materials are currently under development and will be available in September, 1990.

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INTRODUCTION

The NIAAA/NIDA Clinical Training Program for Faculty Development in Alcohol and Other Drug Abuse (Faculty Development Program) is designed to develop a cadre of professional school faculty who will provide leadership within their clinical specialties or departments in alcohol and other drug abuse clinical training. An evaluation model has been developed, in conjunction with this clinical training program, which will address the implementation process of the faculty development projects, and the effects of the training program on faculty fellows, their students, and their training institutions. The model has been developed as a collaborative effort of the grantee institutions, and the sponsoring federal agencies. It will guide a national cross-site evaluation study as well as grantee-level evaluation efforts.

The Faculty Development Program

The objective of the NIAAA/NIDA Faculty Development Program is to increase the expertise of health professions faculty in schools of medicine, nursing, and social work, and in departments of clinical psychology to provide leadership in alcohol and drug abuse clinical teaching. Institutions conduct a training program for three to five faculty fellows, representing different departments or specialties, for a three year period. During this time, faculty fellows participate in a program of professional development in alcohol and drug abuse and implement a program of clinical teaching within their respective departments. It is expected that faculty fellows will develop expertise in the following areas:

- state-of-the-art prevention, screening and assessment, case management, and referral methods in alcohol and drug abuse;
- current alcohol and drug abuse research methodologies and findings, and the application of these findings to clinical teaching and clinical practice;
- application of state-of-the-art instructional materials and methodologies to clinical teaching;
- implementing an alcohol and other drug abuse curriculum as part of the ongoing clinical training of the faculty fellows' departments.

EVALUATION MODEL FOR THE FACULTY DEVELOPMENT PROGRAM

Under the RFA requirements for the Faculty Development Program, all grantees are required to carry out an evaluation which includes: 1) individual project process evaluation; and 2) an outcome evaluation of the impact of the training program on faculty trainees, on the clinical training programs of the targeted departments, and on the overall institution.

Areas of process evaluation to be addressed by all grantees include a detailed description of the faculty trainees, targeted departments, educational settings, and educational interventions during each phase of the project. The outcome evaluation addresses changes in alcohol and drug abuse knowledge, clinical skills, and perceptions of competence of faculty fellows and students receiving training during the curriculum implementation phase. Under the program guidelines, particular emphasis in the outcome evaluation is placed on the impact of the curriculum implementation phase on clinical practice behavior, i.e., changes in practices related to patient screening and assessment, health counseling, diagnosis, intervention, treatment, and referral in existing clinical settings, including ambulatory care settings. Assessment of the impact of the curriculum implementation phase on clinical practice behavior should be conducted with an experimental or quasi experimental design.

Approach

The evaluation model for the Faculty Development Program has two major components (see Figure 1):

- The national evaluation which examines program process and outcome across all the grantee institutions; and
- The grantee evaluations in which each grantee institution designs and carries out process and outcome evaluation of the impact of curriculum change on clinical practice behavior.

I. National Evaluation

The national evaluation is a macro-level, descriptive analysis that focuses on the process of program implementation and on the impact of the program on faculty fellows and the grantee institutions. The evaluation model has been designed by a national steering group made up of the sponsoring federal agencies, selected faculty development program grantees and evaluation experts.

The national evaluation has two general goals. First, it examines the process of program implementation, including

barriers encountered, successes experienced, and the relationship of institutional characteristics to program implementation. The results of the national process evaluation can help guide both the grantee institutions and the Federal agencies in fine tuning the program, improving technical assistance, refining allocation of resources, etc.

The second goal of the national evaluation is to examine program outcomes by relating measures of program design, institutional context, fellow characteristics, and program implementation to changes in fellows' teaching, research and other professional activities and to changes in the activities and support of the grantee institutions in the area of substance abuse.

A list of the specific evaluation questions to be addressed by the national evaluation was developed and reviewed by federal decision-makers, selected grantees, and experts in medical and nursing education. These questions include:

PROCESS

1. What are the characteristics of faculty fellows?

2. What are the primary objectives of faculty fellows with respect to clinical teaching, research and clinical practice?

3. What training experiences/events are selected to achieve these objectives?

4. How much and what type of clinical teaching is carried out by faculty fellows?

5. What sources do the program director and faculty fellows utilize to keep current with alcohol and drug abuse research?

6. What kind of institutional support is provided to the faculty fellows?

7. What training experiences promote networking among faculty fellows?

IMPLEMENTATION

1. To what extent were the faculty development programs implemented as planned?

2. How did the contexts of the institution influence the implementation?

3. What faculty training methods were most and least successful in achieving program objectives? e.g., use of group instruction; team building; mentor relationships; on- and off-site training events; supervised clinical experiences; peer teaching; research projects; etc.

4. To what extent is the program replicable?

OUTCOME

1. Did faculty fellows increase their academic and professional activities in alcohol and drug abuse?

2. Did the faculty fellows increase the number of clinical teaching hours devoted to alcohol and drug abuse? Did they increase the number and type of students trained?

3. Did faculty fellows increase the number and diversity of departmental activities or resources allocated to alcohol and drug abuse teaching, i.e., faculty seminars, consults, changes in clinical procedures with respect to patient education and screening?

4. Did faculty fellows bring about changes in the clinical practices of their trainees with respect to screening, intervention, treatment and referral of their patients?

5. What educational interventions were most effective in changing trainee clinical practice behaviors?

6. Did the faculty development program result in an increase of institutional support for alcohol and drug abuse teaching, research, research training, and/or treatment services?

Data Sources

The national evaluation will utilize three major sources of data: The core program data format, annual report narrative, and site visits.

- **Core Program Data Format** was designed by the national steering group to address key questions about program process and outcome. It is designed to provide grantees with a standardized format for collecting data on trainees and on program implementation and outcomes. The formats are completed each year by program directors and faculty

fellows. The core program data formats include information on the program directors and faculty fellows, on key elements of the training program, and on the institutional context in which the program is being carried out. At a minimum, each grantee institution develops a standardized data base in the following areas:

1. **Program Directors and Fellows**

   - o demographic characteristics
   - o prior education and training, including alcohol and other drug abuse training
   - o amount and type of professional involvement in alcohol and other drug abuse field prior to involvement in the program
   - o career development objectives addressed by the program

2. **Faculty Training Program**

   - o number and type of faculty training events (on and off site)
   - o amount and type of clinical teaching hours in alcohol and other drug abuse; number and level of students trained

3. **Institutional context**

   - o curricular offerings in alcohol and other drug abuse
   - o nature and extent of departmental support of alcohol and other drug abuse teaching

o **The annual report narrative** was also developed by the national steering group and is a narrative description of activities in each year of the project. The reports include information on:

- o specific program goals in each grantee institution
- o progress in implementing these goals during the year
- o barriers encountered
- o strategies used to overcome these barriers

- perceived impact of the program on the institution
- level of institutional support for the program
- assessment of the usefulness of various program components.

- **Site visits** to selected grantee institutions represent a third component of a national evaluation. These will be conducted in order to assess the nature of program implementation, the degree of institutional support for the program, and barriers encountered. Site visits will include structured interviews with the program director, faculty fellows, and other key individuals in the department and institution.

2. Individual Grantee Evaluations

Individual grantee evaluations make up the second component of the evaluation model. These are micro-level studies designed and carried out by the grantee institutions. As can be seen in Figure 1, the grantee evaluations include process evaluation and outcome studies which utilize information collected as part of the standard reporting formats, as well as additional data sources, e.g., knowledge and skills testing instruments, clinical skills checklists, and attitude inventories. The specific nature of these studies is left to the discretion of the grantees, though all grantees are required to conduct one study of the impact of educational interventions on the clinical practice behavior of trainees. Grantees are strongly encouraged to collaborate in cross site studies using common instruments to the extent feasible.

- **Process Evaluation**

  Much of the information utilized in grantee level process evaluations will be derived from data obtained as part of the national evaluation. To enrich the data, grantees may examine some implementation issues in greater depth or they may assess areas not addressed by the national evaluation. For example, grantees might evaluate the extent to which the alcohol and other drug related knowledge and attitudes of fellows changes over the course of the program, the nature of mentoring relationships in the program or variations in the level of departmental or institutional support for the program.

- **Outcome Evaluations**

  The grantee outcome studies are controlled experiments or quasi-experiments designed to assess the impact on clinical practice behavior of students resulting from the educational innovations designed and implemented by the fellows. It is expected that these studies will be of sufficient quality to be published as research articles in medical, nursing, social work, or clinical psychology journals.

  Outcome studies may examine the effects of curriculum innovations implemented by faculty fellows on a variety of clinical practice behaviors. For example, the studies could evaluate the extent to which students include questions about alcohol and other drug use in patient interviews, whether students provide counseling to patients concerning alcohol and other drug related problems, whether students' ability to diagnose alcohol and other drug related problems is improved, or whether the number of referrals for further alcohol and other drug related services increases.

It is hoped that the research generated by the Faculty Development Program evaluation will have implications beyond the grantee institutions and the Federal sponsoring agencies. In particular, it is hoped that the research stimulated by the program will add to the growing body of knowledge concerning the most effective ways to integrate alcohol and other drug issues into health professions education.

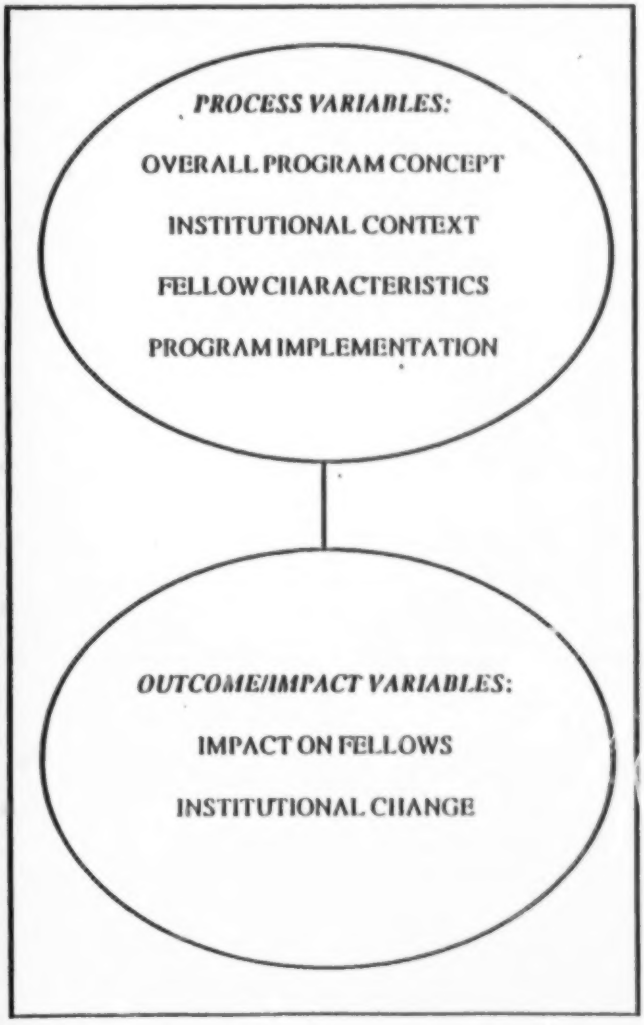
TECHNICAL ASSISTANCE AND RESOURCE DEVELOPMENT

In order to assist grantees in conducting their evaluation studies, the sponsoring institutions are supporting the development of a series of resource documents that provide information on methods, instruments and designs of evaluation studies. These documents are being prepared by the current grantees in collaboration with national experts in substance abuse, health professional education, and evaluation research.

FIGURE 1

NATIONAL EVALUATION (MACRO-LEVEL ANALYSIS)

CORE QUESTIONNAIRES, DIRECTORS' REPORTS , SITE VISITS



GRANTEE EVALUATIONS (MICRO-LEVEL ANALYSIS)

SITE SPECIFIC DATA COLLECTION, MINI-OUTCOME STUDIES